

IDOE Reviewer(s): SF, MC

Date: 10/24/08

Alternative Education Program: Education Resource Center (ERC) at Edinburgh

Contact Person: Curt Chase

School Corporation: Bartholomew Com. Sch. Corp. **4215-1**

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Alternative Education On-site Monitoring Rubric Document Analysis

Alternative Education Programs will be required to share documentation for each component before or during the site visit. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an 'Unsatisfactory' for any component will be required to submit documentation that the issue has been addressed within 10 business days in order to remain an approved program.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Corporation Support	BOTH of the following: <i>-Board minutes</i> <i>-Joint Service or Interlocal Agreement</i> (only required if joint program) ONE of the following: -School Improvement Plan (SIP) reference to alternative program <i>-Administrator or Board Representation on Advisory Group</i> -Written statements of support by administrators (letters/emails/staff meeting minutes)	-No minutes -No Joint Service or Interlocal Agreement if joint program -No documentation of support by principal, administrators or board.	-Minutes indicate support -Agreement meets code Requirements. -Documentation of support by individuals able to allocate school resources.		X	-Board minutes from March 10, 2008 indicate approval for ERC and strong support from board members. -Joint services agreement documents participation by Edinburg Community School Corporation, Nineveh-Hensley Jackson United School Corporation and Southwestern Consolidated School Corporation. -Board members have come to visit the new site that will have a grand opening in November. -Edinburgh Premium Outlets Local Management Agreement identifies their role in providing the location for the ERC and the nature of the partnership with Simon Youth Foundation. -Advisory Board consists of the superintendents of the participating school corporations identified in the

						joint agreement.
COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Community Support	TWO of the following: -Letters of support from community leaders or agencies <i>-Program brochure listing partners</i> <i>-Advisory Group membership list, agenda, or minutes</i> <i>-Other documentation of community collaboration</i> (newspaper article, agreement letter, etc.)	-No letters of support -No documentation of community support or involvement	-Positive publicity -Documentation of community support or involvement.		X	-Brochure describes the mission and lists contact people for the program. -Press release about Chain of Checks golf tournament to support SYF scholarships at ERC. Director will pursue newspaper coverage for grand opening. _Article 8/24/08 from Inside Indiana Business about new alternative schools from SYF. -Advisory group functioned during development but director needs to re-activate

						and expand it. -SYF, Main Source Bank, and the mall are the main community partners. -Ivy Tech will give a scholarship to one graduate and plans to be involved at ERC.
Awareness of Program	ONE of the following: -Program brochure or handbook -Newspaper article - <i>Flier</i> , fact sheet, newsletter or Powerpoint presentation -Program website -Parent meeting agenda	-No item to indicate parents or the community have been informed of the program.	-Items document an attempt to inform parents and/or the community about the options available to support student success.		X	-Brochure describes mission of the program and is being disseminated within the community to create awareness. -There is a link to the ERC on Edinburgh's corporation Website.
COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Individual Focus	THREE examples of the following: - <i>Completed Individual Service Plans.</i>	-No ISP or incomplete.	-ISPs have all required items and are completed appropriately.		X	-ISPs are completed appropriately and include places to identify student expectations, needs, goals, and the services that will be used to reach goals. ISPs are appropriately signed. -ISPs are reviewed and updated periodically. -ISPs are completed by the ERC administrator, student, and parent at intake. -The counselor checks in with students periodically. -Students can choose how many courses to enroll in at a time and how their academic class

						time is allocated.
Alternative Education Components	<p>TWO of the following:</p> <ul style="list-style-type: none"> -Individual student learning contract, senior project, project-based lesson plans, multidisciplinary course description, <i>computer courseware description</i>, etc. -<i>Mastery learning guidelines or procedures</i>. -Assessment instruments -Service learning projects -Life skills curriculum -Behavior plan -Mentoring documents or sign-in sheets -Counselor log, agency referrals or home visit records. -List of agencies used for support and referral services. 	<ul style="list-style-type: none"> -Instructional strategies same as traditional school (no evidence of alternative instructional strategies) -Options and approaches are the same as the traditional school -No or inadequate system for student support services or referral to community services 	<ul style="list-style-type: none"> -Evidence of student choice or experiential instructional strategies. -Evidence of non-traditional options. -Evidence of strategies to increase engagement. -Evidence that assess individual skills (NWEA, TABE, etc). -Evidence support and referral services are available. 		X	<ul style="list-style-type: none"> -Program is mastery based (80%) and self-paced so students can accelerate the number of credits earned in a semester. -Program director is working to insure students can obtain work experience credits. -Students work on computers built into the desks. Compass Learning is available for independent study; students also have the opportunity to return to the sending high school for courses not available on site. -Students may be linked for ½ day to their local vocational program. -Friday's are service learning days where students assist as classroom aides. Experiences are recorded in a Journal. Staff is working on identifying

						different opportunities. -Advisee component will be expanded and a life skills class implemented.
Learning environment	ONE of the following: <i>-Professional development plan for staff</i> -Staff meeting agenda -SIP for alt. program -Youth voice documentation (Student Council or family meeting agendas, student surveys, Advisor/advisee topics, etc.)	-No plan for staff development -No student survey or negative response -No way for staff/students to discuss issues. -No opportunity for student input	-Professional development plan -Regular staff meetings -SIP for alt. ed. program -Evidence of opportunity for student input		X	-A professional growth plan is in place for the teacher. -Teacher also participates in professional development opportunities through the school corporation.

On-site Monitoring Observation Components

During the site visit, IDOE personnel will visit classrooms to observe lessons being provided. IDOE reviewers will be looking to see that actual instruction and programming matches descriptions provided in the grant application; that students are engaged and spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a score of 1-4 points for each component. Programs receiving a score of 1 (Below Standard) or 2 (Approaching Standard) on any component will be required to address deficiencies prior to a second site visit that will occur within 90 days or the program may be removed from the approved program list.

Teacher Observed: Kyle Wheeler

Teacher:Student Ratio at Observation 1:3
(Teacher=1 Aide=.33)

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Programming matches description in grant application.			X		The ERC serves students from 3 corporations who have not been successful in the traditional setting and focuses on students who can graduate in 1-2 semesters.. It is a partnership with the Simon Youth Foundation and is located with the Edinburgh Outlet Mall. As described in the application, core academic courses are provided through Compass Learning instructional software and facilitated by a licensed teacher. Students may also take some classes at the sending high school for additional electives or advanced courses not offered on site as well as attend the vocational program that serves the sending school.
			X		Two of the three corporations were on fall break when observed so the number of students

Instruction is clear and incorporates multiple strategies.					was very low. Students worked independently and indicated that they received assistance as needed from the teacher or subject matter specialist at the high school who could intervene when needed.
Students appear engaged.			X		The three students observed were highly engaged in their courseware and liked the audio component in addition to the visual. Individualized instruction was available as needed. Students interacted well with the teacher and with one another although the group was small due to two corporations being on fall break. Students stated that they liked access the curriculum at home as well as the fact that it charted progress and displayed scores. They felt that these elements helped keep them on track and focused.
Location supports a positive learning environment.			X		Students voiced feeling very comfortable and supported in the environment. They particularly liked the ability to be self-paced which allowed them to accelerate course completion in some areas. The teacher appeared to have created an environment in which students felt comfortable sharing and participating. The ERC operates in newly renovated space in the mall that was furnished through a grant from Main Source Bank. A celebration area where students received stars for courses completed decorated the back wall. A computer was available for each student.
Teachers appear knowledgeable and caring.			X		Teacher appeared to have developed a rapport with students, and he seemed familiar with student needs.

Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted at least 1 week prior to the site visit about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

Compliance Issues	DOCUMENTATION	COMMENTS	C	N-C
Student Eligibility	<i>-Entrance/Exit Criteria and process -DOE-AL Spreadsheet maintained</i>	-The ERC has a brochure that explains who is eligible and that referrals must come through the high school counselor and principal. -DOE-AL spreadsheet is maintained.	X	
Staff Qualifications	<i>-License for teachers or HOUSSE documentation</i>	-Licensure documentation provided from ASAP. Teacher acts as a facilitator for computer courseware. Teacher is licensed in special education and is used to individualizing instruction and using alternative strategies	X	
Health and safety	<i>-Fire Marshall/Dept. of Health documentation (if location is not part of the school corporation)</i>	-Building has been inspected throughout the renovation process.	X	
Financial	<i>-Statement from financial officer that corporation is meeting the required 1/3 match and that alternative education funds are deposited in Fund 190 Receipt Acct. 3211</i>	-Budget was provided. -Corporations are supportive and have provided funding to develop and implement the program. -Program was part of a SYF golf tournament for scholarships and plans to do a basketball fundraiser. -Received a grant from Main Source Bank for computers and	X	

		furniture.		
Time/Year	<i>-Daily Schedule</i> <i>-School Calendar (only if different from the corporation)</i>	-Operates on 180-day, 5-day per week calendar; students attend ERC for ½ day and can do a job, vocational education, career exploration, or return to the high school the other portion of the day.	X	